DOCUMENT RESUME

ED 298 106 SP 030 524

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TITLE Texas Teachers and Moonlighting in the 1980's.
PUB DATE [88]
NOTE 17p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Ladders; Elementary Secondary Education; Faculty Mobility; *Job Satisfaction; *Multiple Employment; *Teacher Attitudes; *Teacher Characteristics; Teacher Morale; *Teacher Salaries; *Teaching (Occupation)

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ED298106

TEXAS TEACHERS AND MOONLIGHTING IN THE 1980's

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ABSTRACT

The study represents a decade of research on Texas teachers morale and moonlighting habits. It has been repeated biannually since 1980. The average Texas teacher is a 43 year-old female, making $26,161 salary, married with a working spouse, has a bachelor's degree, is not the major breadwinner, teaches in a suburban district, has 15.4 years of teaching experience with 37 percent seriously considering leaving the teaching profession.

One of five teachers moonlights, believes that it is determential to teaching, believes in the No Pass/ No Play rule, wants to retain the career ladder, and believes that the quality of teaching is the same as two years ago.

INTRODUCTION

Biannually since 1980, the researchers[1] have conducted a statewide survey of Texas teachers with the Texas State Teachers Association (TSTA) providing mailing materials. The 1988 survey was conducted in February when questionnaires were mailed to 550 teachers selected by a systematic sample of the 85,000 TSTA members. The current study had a return rate of 67 percent (353 of 529 good addresses).

SURVEY OF LITERATURE

Numerous nationwide studies have described teacher morale, salaries, stress, and those wanting to quit the profession. Educational Research Service[2] reported that three-fourths of 1346 teachers surveyed would not recommend the career to others. These teachers said they were more worried about excessive paperwork than low salaries.

Louis Harris[3] conducted the second annual "Metropolitan Life Survey of the American Teacher." The teachers said they felt underpaid (63%), thought merit pay could work (71%), favored easier firing of incompetent teachers (85%), and preferred stricter discipline and homework (94%). Amid predictions of a massive teacher shortage, a quarter of the teachers said low pay and poor working conditions were likely to drive them from the classroom within five years.

The National Education Association[4] reported that the percentage of teachers who indicated they would not teach again had increased from 10 percent in 1960 to 36 percent in 1980. A similar feeling was found at the college level in a Carnegie Foundation[5] survey of 5000 professors. Twenty-one percent of college teachers said they would not choose teaching if they could start over. Thirty-eight percent said

they were thinking about leaving the profession within five years.

During March of 1988, Emerson Capps, David Martin, and Gene Newton[6] presented a paper entitled "Reform in Texas Education: What Texas Teachers Think in the Fourth Year" at the Southwestern Social Science Association's 66th Annual Conference in Houston. Only 17 percent of the teachers said that the career ladder led to quality in education at their school. Eighty-one percent said that teacher morale had decreased since the institution of educational reform. Teachers said the amount of stress experienced this year had increased 57 percent.

Other questions were, "During your tenure as a teacher, your motivation has..." 32% (INCREASED), 23% (STAYED THE SAME), 45% (DECREASED); "I would recommend that my child enter teaching..." 23% (AGREE), 19% (UNDECIDED), and 57% (DISAGREE); "I would teach again..." 42% (AGREE), 22% (UNDECIDED) and 36% (DISAGREE); "I plan to leave teaching before my retirement..." 31% (YES), 36% (NO), and 32% (UNDECIDED); "The public's respect for teachers has..." 10% (INCREASED), 31% (STAYED THE SAME) and 55% (DECREASED); "Statewide minimum passing score of 70% has increased student achievement..." 39% (AGREE), 24% (UNDECIDED), and 37% (DISAGREED); and "A major problem with student achievement is lack of parental support for academic achievement..." 93% (AGREE), 3% (UNDECIDED), and 3% (DISAGREE). There were very similar results for the question related to the lack of parental support for discipline.

The Current Population Survey (CPS)[7] indicated that 5.7 million (5.4% of the workforce) persons were working as multiple jobholders in May 1985. Working women comprised 4.7 percent of those with second jobs. Married men were more apt to moonlight than single men. Married women were somewhat less likely to work at more than one job than those women without a spouse. Economic factors were the predominate reason for moonlighting. About 41 percent of persons working more than one job reported that they did so in order to meet regular expenses or pay

off debts. The median income from moonlighting was $3640 while working the extra 14 hours per week. The men most likely to moonlight were teachers with police officers a close second.

According to an Education Department survey[8], the average U.S. public school teacher worked slightly over 50 hour a week in the 1984-85 school year with half that time in the classroom. Male teachers comprised 32 percent of the national total of teachers and earned an average of $2400 a year more than their female counterparts. Roughly 16 percent of the nations two million teachers worked a second job during the school year.

In Texas, TSTA members have seen public interest in education reform collide with a faltering economy--and a failure of political will. The Texas reform bill of 1984 featured higher student standards, developed a controversial competency test, and created a career ladder. Shortly after the Texas reform law was enacted, oil prices and state revenue dropped. In the current school year, over 80 percent of the school districts in Texas have frozen salaries or cut their local share of salary funding[9].

The same study gave the 1988 national average salary as an estimated $28,000. Starting salaries for other professions for 1987 were engineers ($28,512), computer specialists ($26,172), chemists ($24,264), business ($21, 324), sales/marketing ($20,688), and teaching ($17,500).

The teachers in Texas ranked 26th (falling from 23rd the previous year back to the pre-HB 72 reform era) among the 50 states with a average of $24,927 while the national average was $26,704 in a survey[10] from NEA for 1986-87. Texas ranked 30th in spending per pupil at $3584, a drop from 27th in 1984. Among the 10 largest states, Texas ranked eighth in teacher salaries and ninth in spending per pupil. Texas was 48th in the typical raise paid to teachers in 1987.

In Rand's "Teacher Attrition: The Uphill Climb to Staff the Nation's Schools," David W. Grissmer and Shelia N. Kirby[11] reported that two factors pushed the

attrition rate up, life-cycle and career patterns. The greatest amount of turnover tended to occur at the extreme ends of the career cycle, that is, among beginning teachers and those nearing retirement age. The report showed that the annual attrition rate for beginning teachers was roughly 20-25 percent. However this rate dropped to 1-5 percent for midcareer teachers and rose again to 20-25 percent for teachers approaching retirement. According to the Texas Education Agency (TEA) the teacher attrition rate in Texas remained constant at about 9 percent during the past five years. The number of graduates receiving education degrees has been constant the past two years at 14 percent of all degrees. This small number of new teachers is inadequate to meet the present demand, much less the demand that would be created by an increase in teacher attrition.

Rothman[12] reported in an annual survey for Education Week that 7.3 percent of freshmen entering college this past fall planned to pursue careers as a teacher in elementary and secondary schools, up from 6.2 percent in 1985.

"Within the next decade, the United States will need more than two million new educators. All projections we've seen project there will be a major shortage of teachers in the United States," noted NEA President Mary Hatwood Futrell[13].

An exodus of young, talented but dissatisfied teachers from the nation's classrooms is becoming a catastrophe for education in the United States, a survey[14] of former teachers said. The Metropolitan Life Insurance Company survey indicated skimpy pay, bad working conditions, and lack of respect and prestige are causing teachers to switch to more satisfying and profitable careers. The majority switching were males leaving high school jobs. The report estimated that by 1992 the United States will have 34 percent fewer new teacher graduates than needed to fill demand.

One study[15], "Status of the American School Teacher 1985-86" by the NEA compiled the results of 2000 questionnaires with a response rate of 72 percent. It showed 51 percent of the nation's teachers hold a master's degree, have 15 years of

experience, with 37 percent engaged in additional employment during the regular school year .

A doctoral study[16] identified the "typical" Tennessee teacher as Caucasian (91%), female (76%), between 30-39 years of age (41%), married (76%), with a master's degree (52%), and having taught 6-15 years (49%). The respondents said that 38 percent planned to leave the profession before retirement. According to the authors, there are three possible explanations for moonlighting being a hidden phenomenon. First, the practice is deeply embedded in the culture of teaching; it is so commonplace as to be ignored. The second reason may be that moonlighting is an embarrassing fact. Many in the profession may not want the public to know they have to moonlight. Third, the publicity would lead to additional criticism being leveled at the profession. Until moonlighting is dramatically reduced, the researchers agree with Amitai Etzioni that teaching is a semi-profession.[17]

Ten years of teacher reform have produced "awesome" amounts of legislation but left unsettled whether teachers are full-fledged or merely "semiskilled workers", according to a 1988 Rand Corporation report[18].

Dean Corrigan[19] of Texas A & M University said, "Eighty-five percent of Texas' prison inmates are dropouts, costing the state $24,000 for each year of incarceration. It would be less expensive to send them to Harvard. Within two years, the nation's economic development will be seriously damaged if educators and the general public do not renew their commitment to the fundamental promise of American education--that everyone has a right to learn."

ANALYSIS OF SURVEY

Table 1 shows the results of the questionnaires for the 1980's. The teachers' salaries were up $1560 the past two years (6%) which was consistent with the

statewide increase for state employees of 3 percent per year. There was a $12,048 (85%) increase since 1980. The average age increased 4.4 years (11%) in the decade. There was a four percent net drop (20% total) in the number of male teachers since 1980. The teaching experience was up 3.6 years (30%). Both the 20 percent of teachers moonlighting and the 10.4 hours worked per week were the lowest of the decade. Moonlighting earnings were up 65 percent for the decade to an average of $4627.

Teachers were more accepting of the No Pass-No Play rule. Acceptance increased from 55 percent in 1986 to 70 percent in 1988. A drastic change occurred in the outlook toward the career ladder. The unfavorable attitude improved from 14 percent in 1986 to 58 percent in 1988. It should be noted that the 1986 data was gathered during March, the month of the TECAT exam for all Texas educators. Note also that 78 percent of the teachers are now on the career ladder.

Table 2 shows that about one-fourth of the teachers gave money as a reason for seriously considering leaving the profession. Working conditions were given by 53 percent. Table 3 indicates that 41% of moonlighting jobs were school related with tutoring being the most common. Sales jobs were down from 35 percent to 13 percent. Bookkeeping was up 12 percent to 21 percent and music related jobs were down to 4 percent.

In a more detailed analysis, 47 percent of the males had summer jobs while only 26 percent of the females worked; 30 percent of the males moonlighted versus 18 percent of the females. The male teachers had 17.2 years of experience compared to 15.0 years for female teachers--a difference of 2.2 years (13%). The male teacher made $27,239 compared to the $25,953 for the female--a difference of $1286 (5% higher).

Twenty-six percent of the single teachers moonlighted contrasted with 17 percent of the married teachers. Sixty-three percent of males had the master's

degree but only 44 percent of the females. Seventy-two percent of the males were breadwinners while 38 percent of the females were listed as such. There was a 10 percent difference in the males leaving (46%) and the females leaving (36%). Only 3 percent of the teachers at the elementary school level were males. Females favored the No Pass-No Play rule by a 71 percent to 64 percent margin over the males. The females favored the retention of the career ladder by 2 percent over the males, 58 percent to 56 percent.

COMMENTS

The average teacher in Texas is a 43 year-old female, making a $26,161 salary, married with a working spouse, has a bachelor's degree, is not the breadwinner, teaches elementary school in a suburban district, has 15.4 years of experience, with 37 percent of her fellow teachers seriously considering leaving the profession. Twenty-nine percent work in the summer making $2480, and 20 percent moonlighting during the regular school year making $4627 while working 10.4 hours per week. The teacher believes that moonlighting is detrimental and would like to quit, believes in the No Pass-No Play rule, wants to retain the career ladder, believes the quality of teaching is the same as two years ago, and is on career ladder Level II.

In a roundtable discussion at the national conference of the American Education Research Association in 1988, the participants indicated that states are losing the teachers with the masters' degree and extensive experience; moonlighting keeps a lot of people in the profession; moonlighting jobs are a release, a chance to have control of a job. Jim Mead , Assistant Professor of Educational Ethics at Michigan State summarized the situation, "the warm, fuzzy feeling begins to erode after 10 years and teachers reevaluate their career."

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TEACHERS AND MOONLIGHTING

DIRECTIONS: Please circle or answer all items that apply to you. Add comments if you wish.

1. What is your age? ..... Years_____
2. Sex ..... Male Female
3. Marital Status ..... Married Single Other
4. If married, does your spouse work? ..... Yes No NA
5. What is your highest degree? ..... BA MEd PhD
6. Are you the major bread winner in your household? ..... Yes No Equal
7. Should Texas retain the Career Ladder for teachers? ..... Yes No
8. Are you seriously considering leaving the teaching profession? ..... Yes No
   If yes, why are you considering leaving? ..... _____
9. In what type of district do you teach? ..... Urban Suburban Rural
10. What grade level do you primarily teach? K-5 6-8 9-12
11. How many years have you taught in the public schools? ..... Years_____
12. What is your current teaching salary per year? ..... $ _____
13. Are you pleased with the current NO PASS/NO PLAY rule? ..... Yes No
14. What is your Career Ladder status for 1987-88? ..... Level I Level II
15. Quality of teaching at my school compared to two years ago? ..... Better Worse Same
16. Do you have an extra job during the summer? ..... Yes No
17. How much extra do you earn during the summer? ..... $_____ None
18. Do you have an extra (moonlighting) job during the regular school year to supplement your teaching salary? ..... Yes No

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If your answer to Question #18 is yes, please answer the following questions.

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19. Do you feel that the quality of your teaching would improve if you did not have a second job during the regular school year? ..... Yes No
20. How much extra money do you earn during the regular school year? ..... $_____
21. How many hours per week during the regular school year do you spend working at the moonlighting job? ..... Hours_____
22. Would you quit the second job if your teaching salary would enable you to give up moonlighting during the school year? ..... Yes No
23. How large a raise in your teaching salary would you have to get to enable you to give up moonlighting during the regular school year? ..... $_____
24. What is your extra job during the school year? (Please give a job title such as bookkeeper, sales clerk, rancher, etc.) ..... _____

Table 1

SURVEY OF TEXAS PUBLIC SCHOOL TEACHERS

Characteristics		1980	1982	1984	1986	1988
Average Salary		$14,113	$17,351	$20,259	$24,601	$26,161
Average Age		38.6	39.2	41.2	41.3	43.0
Sex: Male		19.9%	19.7%	14.8%	17.5%	15.9%
Female		80.1%	80.3%	85.2%	82.5%	84.1%
Married		76.6%	74.9%	75.3%	77.4%	72.8%
Spouse Works		70.1%	69.6%	66.3%	71.8%	67.3%
Degree: BA		63.9%	62.5%	55.4%	50.3%	53.3%
MEd		35.7%	37.2%	44.0%	48.7%	46.7%
PhD		0.3%	0.3%	0.6%	1.0%	0.0%
Major Breadwinner		39.9%	39.8%	39.5%	38.5%	43.1%
Districts: Urban		40.5%	43.3%	42.8%	46.2%	38.4%
Suburban		32.6%	36.7%	38.9%	36.5%	40.1%
Rural		26.8%	20.1%	18.4%	17.3%	21.5%
Grade Taught: K-5		50.9%	49.8%	45.8%	51.5%	52.4%
6-8		19.9%	19.7%	24.4%	22.9%	22.8%
9-12		29.2%	30.4%	29.8%	25.6%	24.8%
Years Experience		11.8	12.1	13.7	14.3	15.4
Consider Leaving		38.4%	37.3%	39.8%	41.7%	37.7%
Extra Job in Summer		30.2%	36.4%	33.7%	31.2%	29.0%
Summer Earnings		$1252	$2076	$2205	$1891	$2480
Moonlight		22.0%	28.8%	26.2%	22.6%	20.1%
Moonlight Hours Weekly		13.6	11.9	14.4	12.8	10.4
Moonlight Earnings		$2799	$3189	$3615	$3522	$4627
Moonlight Detrimental		64.1%	68.5%	70.1%	50.1%	65.7%
Quit Moonlighting		75.0%	75.0%	81.6%	60.9%	77.5%
No Pass–No Play		*	*	*	54.5%	70.4%
Retain Career Ladder		*	*	*	14.3%	57.7%
Quality of Teaching:	Better	*	*	*	*	37.2%
(Compared to	Worse	*	*	*	*	13.7%
Two Years Ago)	Same	*	*	*	*	48.8%
Career Ladder:	Level I	*	*	*	*	14.7%
(Current)	Level II	*	*	*	*	63.2%
	Level III	*	*	*	*	9.8%
	None	*	*	*	*	12.4%
Negotiation Rights:	Yes	*	*	*	68.2%	*
	No	*	*	*	23.1%	*

Table 2

REASONS FOR LEAVING

Reason	1980	1982	1984	1986	1988
Money	46%	50%	41%	17%	23%
Working Conditions •Stress •Burnout •Paperwork •Hassles	27%	24%	31%	68%	53%
Students •Discipline •Motivation •Academics	14%	13%	4%	3%	3%
Retiring	5%	6%	14%	12%	15%
Industry	3%	4%	6%	0%	3%
Others	5%	3%	6%	0%	3%

Table 3

MOONLIGHTING JOBS FOR TEACHERS

JOB TITLE	1980	1982	1984	1986	1988
School Related	37%	42%	34%	24%	41%
Services	19%	22%	28%	6%	12%
Sales	22%	21%	19%	35%	13%
Agriculture	5%	8%	6%	1%	5%
Bookkeeping	5%	4%	6%	9%	21%
Music Related	6%	3%	5%	15%	4%
Artistic	3%	0%	3%	0%	4%
No Comment	3%	0%	0%	10%	0%
Total Number	**64**	**78**	**101**	**71**	**76**

1980 Number Leaving (106); Reasons (140); 219 of 417 Returns (70%)

1982 Number Leaving (119); Reasons (140); 319 of 495 Returns (65%)

1984 Number Leaving (132); Reasons (138); 332 of 474 Returns (70%)

1986 Number Leaving (137); Reasons (133); 329 of 510 Returns (65%)

1988 Number Leaving (133); Reasons (163); 353 of 529 Returns (67%)

In 1988, there were **550** questionnaires mailed with **21** returned from bad addresses. The **initial** return rate was **51.4%** and the follow-up rate was **15.3%**.

TEACHER COMMENTS

1. Sorry, I was late returning your questionnaire. I am sure you understand; I have very little extra time.
2. Although the original intent to reward master teachers is commendable, the inconsistent manner with which career ladder assignments have been made has caused the career ladder to be the most damaging addition ever made in the teaching profession.
3. Merit pay is too disruptive and not good for education.
4. I really like the career ladder, but I feel that you can be clearly outstanding as far as your teaching goes, but the peer appraiser may not see that in 45 minutes so it is unfair.
5. I really feel I'm an excellent teacher and my children are learning and are happy! So am I!
6. Too much mess to deal with now. Career ladder is too political.
7. I'm tired of not getting the materials I need to provide the teaching services I'm paid to provide and a lack of appreciation by the general public for the difficulties todays' teachers face in being expected to solve all societies social problems from sex education, discipline problems, emotional problems and still educate the student in the 3-R's. All this is accomplished in a six hour day over a period of 175 days! Impossible!
8. If I didn't have other assets I wouldn't stay another 15 minutes.
9. I don't find it necessary to "moonlight" because: we have no children and my wife works and makes more than I do. If either of these were not true, I would probably need to work for some additional money.
10. I'm not pleased with the no pass/no play rule, but I think we need something to emphasis the priority of academics over extracurricular activities.
11. Putting money on the appraisal system is a crime!
12. The doctor listed stress as the cause of my medical problems.
13. Teaching is the only profession I know of where the reward for excellence is more work for the same pay!
14. My district funds locally to supplement state monies so everyone who met the requirements could be placed. Unfortunately this is not happening statewide resulting in some abuse and misuse of a program that should be beneficial.
15. Because of excessive paperwork done after school hours, there is no time to do even regular housework, much less moonlight!
16. Thirteen years ago I made $8000. I am happy with the salary today and thrilled abut the $3000 stipend on Level III.
17. Attitudes are worse for the better teachers. Marginal teachers have been forced to appear to be doing a better job because of the evaluation process.
18. The pressure put on teachers with career ladder and present evaluations is horrible. There is no time during my day to do the paper work demanded of me. I work every night and on weekends! The only thing that "makes my day"--is the six year olds that I teach. I love the children!
19. I do have investments on which I rely for a large majority of my income. I would have a hard time making it on my teaching salary alone as a head of the household with a college age family.
20. Teachers need and deserve a large raise in their salary. I do not have time or energy for another job after teaching all day.
21. I fell strongly that our starting salaries should be around $25,000. I also feel that it is imperative that we be given a realistic planning time each day that is honored.
22. Parents don't prepare children well for positive learning experience in school.
23. If teacher salaries do not go up, the State of Texas cannot continue a public education system. Too few teachers are being recruited.
24. The career ladder has created such tension and stress among teachers and teachers and between teachers and administrators that it is "not any fun to go to work any more!". It's the worse thing that has happened to teaching in the last half century. It does not motivate as it is so inconsistent not only from school to school within a district, but district to district.
25. I would like to make enough so that my wife would not need to work.
26. I feel the State of Texas should adequately fund career ladder if they're going to put it in place as they have. Our district is going to raise standards and drop some people because they do not have the money to fund it.
27. The career ladder pits teacher against teacher and causes jealously and hard feelings. I wish I could just teach the kids. I am a career ladder teacher--and I think it should be done away with.
28. In our district, career ladder steps are predetermined before appraisals are ever done.
29. TEA's proposition that no matter how good a teacher we think we are, and regardless of how hard we work there is always room for improvements. It has 1) completely demoralized all teachers and 2) has caused school districts and individual school principals to attack our performance with a vengeance, marking us down on the silly "trained seal" act we have to put on two or four times a year.
30. I am a professional in my chosen field--"special education." Yet I am paid and treated as though "I am what I teach."
31. How can I be compared to a teacher who has one prep and no extracurricular responsibilities is beyond me. I sponsor two clubs, speech/debate squad, video yearbook, and handle two budgets plus five lesson plans.